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ABSTRACT

This handbook is designed to help Chinese parents of school age children in California understand the operation of the California public schools. Printed in Chinese and English, it is presented in a question and answer format. Included in the handbook is information on student enrollment from kindergarten through grade 12, public school programs and curriculum, graduation requirements, bilingual education, parental involvement, transportation, year-round education, child development, etc. Information is also provided on a variety of programs such as alternative education, vocational education, continuation education, work experience education, and adult education, which may be helpful not only for limited English proficient (LEP) students but also for parents who seek further educational opportunities in California. (CG)

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加州教育指南

華人家長手冊

A Handbook on California Education for Chinese Language Minority Parents—Chinese/English Edition

加州教育指南

華人家長手册

A Handbook on California Education for Language Minority Parents (Chinese Version)

加州教育廳雙語教育
辦事處指導編印

Prepared under the direction of the
BILINGUAL EDUCATION OFFICE
California State Department of Education

此手册由加州教育廳出版
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致謝

本手册得以順利完成有賴不少人士鼎力協助，加州教育廳謹在此向他們致萬分謝意：

- 本手册原稿在 1981 年春由 LORI CHINN , TERESA CHOW , 和 JOSEPHINE LEE 應灣區華人家長聯合會議的要求在當時的教育廳顧問 PETER WANG 協助下編寫完成。
- 教育廳華人家長手册委員會了解這要求的迫切故鼎力支持及進行編印工作，並在編纂稿文上提供寶貴指導．委員會委員包括： ROBERT BENNETT, GENE BRADFORD, RICHARD DIAZ, DONALD GLINES , MARCELETT HENRY , EDWARD O'MALLEY , DOLORES PAZ, PAUL PLOWMAN , DANIEL REIBSON , TOMAS ROYBAL , GLEN THOMAS , ELENA WONG 和 ALEXANDER YEH。
- 教育廳顧問 ELENA WONG 熱心向教育廳提出華人社區人士對手册之急切需要，對印行工作貢獻殊多，DON GLINES 担任聯絡家長手册委員會的各項工作出力亦大。
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CHONG K. PARK

華人家長手册委員會主席

前言

加州公立學校為所有學生提供一個豐富的教育機會。藉着這本手册，你可以了解和接觸到學校當局，因而能夠充分利用這些機會。

再者，來自各階層的加州人士都正努力從事改善公立學校，向教育家們提供資料以期學校達到優良的境地。目前加州教育當局亦正竭力改良學校課程，教師質素，訓練校長，改善教科書及測驗；並鼓勵家長，商界領袖，及社區人士共同參與這項改善工作。

家庭與學校之間的合作是這項工作成功的重要因素。藉着家庭與學校緊密聯繫的力量我們才能改良教育質素。家長，教師和學校行政人員同負這個責任。華人家長要求發行手册也就足以證明他們關懷並願意參與兒女們的教育。對我說來這是一個鼓勵，亦是你們的明智和遠見之舉。

家長參與兒女教育也是導至學生成功的重要因素。顯而易見的是學生在入學前已在家庭中向父母學習。父母是他們最原始及最重要的教師。父母重視學習和成就，兒女也有同感。教育研究結果强調父母參與教育對兒女學習有强有力的影響。父母的支持，優良的學校計劃可使學生獲得最大的成就。因此教育廳極力鼓勵家長們參與公立教育

你與學校的合作是打開優良的學校計劃和有效的學生學習的鎖匙。我期望這本手册能促進這個合作與聯繫。

Bill Honig

加州公立教育廳長

序言

根據統計在一九八三至八四學年中，在加州有超過九十萬學童其家庭母語是非英文的．在這九十萬學童中其中四十八萬七千是英文程度不夠的學生（LEP）．這本手册發行的目的在幫助英文程度不夠的學生新移民的父母，使他們了解並盡量利用加州公立學校提供的教育機會．

對英文程度不夠的學生說來，他們的父母明白加州教育制度及其提供的機會是十分重要的．父母是主要的教師，他們最明瞭兒女的需要，但由於對新的教育環境不熟悉，他們往往無法參與．藉着這本手册內的資料，家長應該可以協助兒女在學習上更收效．

手册資料包括：學生註册、公立學校計劃及課程、畢業的條件、雙語教育、家長參與交通、全年制教育、托兒服務等等．這些資料足以幫助家長知道如何協助其兒女．手册內容同時包括各種計劃，例如：備選教育、職業教育、持續教育、工作經驗教育與及成人教育．這些資料不但對 LEP 學生有助對尋求更高深學識的父母也有幫助．本辦事處希望這手册的印行能促進家長對公共教育的了解因而間接地對改善為英文程度不夠學生們的服務作出重大的貢獻．

JAMES R. SMITH
助理教育廳長

RAMIRO REYES
援助計劃部主任

LEO LOPEZ
雙語教育辦事處處長

緒論

加州教育指南華人家長手册是為協助居住在加州的華人家長而印行．家長是兒童一生中最主要的教師因此必須認識其兒女教育上的需要．本手册就是教育廳專門學者共同努力的成果．目的在向華人家長解釋加州學校的措施而希望他們熱心地支持其兒女的教育．

這手册提供有關加州教育制度的基本資料，報導幼稚園至十二年級學生的入學手續，解釋學生參加的各種測驗，如最低限度標準測驗和高中標準技能測驗．其中一章提出對英文程度不夠學生所作的雙語教育及其他服務，另一部分描述其他各種教育計劃如職業教育、成人教育、持續教育等．務使沒有在美國進過學校的大部分家長們對美國學校教育更加了解．此外向在國外沒有參與學校活動經驗的家長們提出如何能夠和教師及校長作緊密的聯繫．

因為每一校區或學校有其不同的計劃措施，本手册未能一一作詳盡的報導．家長如要知道某學校之詳情，請與教師，學校輔導主任，校長或其他有關人員聯絡．

第一章

註册及上課、普通資料、交通問題

1.1 我的兒女應該在什麼時候註册入學？

當你兒女到達六歲時便要註册入小學一年級．兒童在九月前足滿五歲九個月便可在學校開課時去註册．剛抵達美國的移民學生，可以立即註册入學．全年制學校在七月開課，學生可在九月一日註册．普通學校學年由九月開始至來年六月結束．

1.2 我的兒女可否到我家附近的學校就讀？

一般來說是可以的．但有些校區為了避免過於擁擠或為了維持種族人數的平衡，或要作特殊的教育服務，可能會把學生調到住區以外的學校．必要時學生家長可以申請轉回住區附近的學校．

1.3 級別是根據什麼而定？

級別是依據年齡與及過去學習經驗而定．足四歲九個月的兒童，在九月開始入幼稚園．六歲入一年級．六歲以上的兒童由校長編派入其適當的班級由一年級至十二年級．

1.4 在美國國外學校選修的學分，可以轉到美國學校嗎？

小學生在國外學校成績表可以幫助學校編派學生入適當的教育計劃，中學的學分必須經過校方評定．

1.5 學生午餐怎樣可以獲得供應？

學生可自行帶午餐到學校．他們也可以在學校買．大多數學校有飯堂供應有營養且均衡的午餐．學生祇付最低廉的費用。入息有限的家長可以申請免費或減費。加州法例規定公立學校必須每日供應適當及有營養的午餐予以家境困乏的兒童，有些學校同時還免費或收取最低廉的價錢供應早餐給予家庭入息低微的學童．

1.6 入公立學校有什麼費用？

美國的公立學校是免費的，書本由学校免費借予學生．公立學校學生不用穿制服，但參加特別課程，特別是中學課程，也許要交些少費用．家長須要支付其兒女的午餐費．

1.7 兒女缺課，告假手續是怎樣？

家長必須通知學校當局學生不能上課的理由．當兒女再回校上課時，你要簽署一紙給他帶回學校，說明缺課日期和原因．

1.8 有沒有學校巴士接送我的兒女上學？

並非所有校區都有交通供應，即使有學校巴士供應的校區也祇有住得離學校相當遠距離的兒童才有資格乘搭學校巴士．你應該詢問你兒女就讀的學校有關交通接送詳情，如巴士停站地點，接送時間，與及為家長學生而舉行的特別有關交通報導聚會，使學生在開學日不至有交通上的困難．

1.9 如果我的兒女來不及搭學校巴士便應該怎樣？

你必須作出當你兒女來不及搭學校巴士時怎樣上學的計劃．並對他解釋清楚搭不到學校巴士時便該到那裏去和怎樣做．

1.10 如果我的兒女被編入特殊教育班不能搭普通學校巴士便應該怎樣？

如果學生在特殊教育計劃內，個別教育計劃便會告訴你他有資格乘搭什麼交通工具．你可以向校方人員詳細詢問．

1.11 我可以怎樣幫助我的兒女在乘搭巴士時獲得保護？

你的兒女應該知道乘搭巴士的規則．如果他不明白司機的話，你該幫助他明白如何乘搭及如何遵守規則．巴士司機需要你的協助和你兒女的合作，才可達到安全的目標．

1.12 學校巴士接送學生，校區可否收取費用？

可以．你應該問學校是否需要付費，殘障兒童或家庭入息低微的兒童是免費乘搭的．誰有資格免費乘搭巴士是由校區決定的．

第二章

基本學校計劃、課程

2.1 為什麼學校有時會提早放學？

有時學生比平時上課時間提早放學，是因學校利用放學後的時間開教師會議或作學校其他事情。在提早放學之前幾天你應該收到通知，告訴你那一天在什麼時間提早放學。

2.2 小學生學習那些科目？

小學教授的基本科目包括有語文（聽、講、讀、寫）數學，社會，科學和體育。其他科目可能是音樂和美術。有些學校用兩種語言教授閱讀和其他科目。

2.3 中學生學習那些科目？

各校區設立的科目略有不同，家長可以向你兒女就讀的校區詳細詢問有什麼科目可以選修。普通說來中學生學習的科目包括：代數、英文、打字、世界史、生物學、體育、外國語言、藝術、家政、工業藝術和職業教育。這些科目中有些是必修科，有些是為學生興趣而設。請與校區聯絡詳詢。

2.4 中學畢業必須符合什麼條件？

由 1986—1987 學年開始所有畢業中學的學生必須在第九年級至十二年級期間完成下列科目：

(1) 下列各科目，每一科要選修一年：

(a) 英語三科

(b) 數學兩科

(c) 科學兩科包括生物及物理學

(d) 社會學三科，包括美國歷史及地理；世界歷史，文化，及地理；美國政府，公民，及經濟學

(e) 藝術或外國語文一科

(f) 體育兩科（除非學生特准免修）

(2) 其他校區董事會按照規則指定的科目。

家長必須注意的是你的兒女應該早作安排使能在 1986–1987 學年開始時能完成所有必修的科目。欲知詳情請與校區聯絡。

2.5 什麼是獨立學習？

獨立學習是准許一個學生（由幼稚園至十二年級）在學校課室以外的環境完成某些課程。獨立學習予以學生在家中或其他環境下有學習機會。對於獨立學習規定校區有權作決定。

2.6 學校可能有什麼其他教育計劃？

聯邦政府及州政府為有特殊需要的兒童設立教育計劃，例如你的兒女可能在學習英語上需要特別幫助。但並非所有校區都有設有特別的計劃來協助他們。

第三章

績分、升級、測驗

3.1 小學生的成績表包括什麼？

每校區有該區的成績報告表．有些校區用A，B，C，D，F和I的字母，有些校區用E，G，S，N和E或S，U和N．雖然各校區成績報告表不一樣，但都是大同小異．一般而言皆報導下列學科的成績：

- 語文（理解、講、閱讀、寫作書法和拼字）
- 數學
- 社會科
- 自然科
- 健康教育
- 音樂
- 美術

成績報告表通常也加上教師評語，學生上課紀錄，和公民分等．對成績表上的記號通常也加以解釋．

3.2 中學生的成績表包括什麼？

中學生成績表通常包括學生每一科的名稱及成績，老師姓名，也包括學生的操行分，老師評語和上課紀錄．

3.3 成績表上的記號是什麼意思？

成績表用各種英文字母來表示學生學業程度，這些字母可分為三類，大多數學校都採用三類中任何一類：

A－優	E－優
B－良	G－良
C－常	S－常
D－可	N－可
F－不合格	U－劣
I－未完成	

S — 學業程度滿意

U — 學業程度不滿意

N — 學業需要改進

3.4 公民分是什麼？

公民分等於操行分．分數包括學生的禮貌，責任心，遵守校規，公平精神及與人相處的行為等．

3.5 工作習慣分是什麼？

工作習慣分是表示學生工作上的表現，如學生工作有沒有創作性、準確性、是否依時完成和整潔等．

3.6 家長收到成績表後應做什麼？

家長應閱讀成績報告表，明白教師的評語及兒女各科的成績後，必須簽名．報告表由學生交回校方．有時教師可能要求和家長會談，討論學生學業上的進展問題．家長可以把自己的評語也寫進去．

3.7 一年內成績共發幾次？

共發四次．

3.8 升級的條件是什麼？

小學生的教師主要是依據學生學業進度而評定學生升級或留級．假如學生要留級，必須徵求家長意見．中學學生，升級條件是依據學生完成的學分和科目而定．如你有任何疑問，請向校方詢問有關升級政策．

3.9 什麼情形下要留級？

學校期望學生每年都升級，學生如有學習困難，教師必須予以協助．但假如學生進度仍未能達到升級水準，便要留級．倘若學生被評定留級，學校必先和家長磋商才能作出決定．

3.10 學生標準技能法例要求什麼？

加州法例要求所有公立學校學生在小學四年級至六年

級階段中與及在十至十一年級內必須參加一次校區檢定的標準測驗．測驗包括閱讀，寫作和數學三科．

3.11 學生標準技能法例對中学生畢業有什麼影響？

學生必須完成高中課程並在校區訂定的標準技能測驗合格才可以獲得畢業證書．

3.12 中學標準技能測驗是什麼？

依加州法例各校區必須設立標準技能測驗，用來查考高中學生能否在某幾種基本技能上達到標準的程度。測驗科目包括閱讀，寫作和數學．

3.13 那些學生必須參加標準技能測驗？

所有中學生必須參加這個技能甄別測驗合格才能獲得高中畢業文憑．

3.14 學生有多少次測驗的機會？

每校區有其各自的測驗時間，但均須給予不及格的學生多次的測驗機會．

3.15 英文程度不夠的學生可否用中文來考技能測驗？

學生必須用英文作測驗．校方可能准許學生在實習考試時用中文，但最後正式測驗仍必須用英文．

3.16 對英文程度不夠的學生，學校有沒有特別的服務來幫助他們應付這個技能測驗？

校方必須提供雙語教育服務，幫助英文程度不夠的學生來應付這個測驗．

3.17 如果學生的技能測驗不及格，校方會通知家長嗎？

如果學生的技能測驗不及格，校方會書面通知家長，並邀請家長參加會談以討論如何幫助學生通過技能甄別測驗．

3.18 如果學生完成必修課程，但技能甄別測驗不合格，應該怎樣辦呢？

凡是技能測驗不及格，但已完成必修課程的學生，仍可繼續參加測驗，直至合格為止．很多校區為測驗不及格的學生設有補習班．

3.19 如果學生沒有完成必修的學分，或標準技能測驗不及格，有沒有其他辦法獲取高中畢業證書或同等學歷證明？

凡未完成必修課程的學生仍可繼續入學選讀以完成必修的課程．任何超過十六歲的學生可以參加技能甄別測驗，這測驗一年三次在加州一百個以上的地方舉行．（學生可向任何中學或公立圖書館詢問測驗的時間及地點）．任何超過十八歲而未畢業中學的人，均可以參加獲取同等學歷證書的考試．該試每年在加州二百五十個考試中心舉行．

3.20 什麼是加州評價計劃？

加州評價計劃（CAP）每年必須評定加州公立小學及中學的成績．每年第三、六、八和第十二年級的學生均須參加一個三十分鐘的測驗．CAP 在加州所有學校用同一的小學和高中測驗以期得到一貫性有關加州教育成果的資料。測驗科目包括閱讀，語文和數學．

3.21 CAP 供給學校什麼資料？

加州評價計劃供給下列資料：

- 整體上每間學校在閱讀，語文和數學方面的成績.
- 在基本技能計劃上某一方面的優點或弱點的詳細資料.
- 比較幾年來的成績而獲得成績趨勢的資料.
- 將某一學校與加州所有學校作一比較.
- 有關學生對閱讀，寫作及數學科目態度的資料.
- 有關不同類別學生的成績資料：例如男女性別不同的成績比較，新學生和舊學生的比較.

• 其他影響成績因素的有關資料例如看電視，家課和課外閱讀等．

3.22 我可以在那裏取到 CAP 報告？

每間學校和校區辦事處都存有第三，六，九，十二年級的成績報告．

3.23 最近的測驗結果在什麼時候發表？

每年十一月你可以到學校或校區索取上一年度的成績報告．每年這報告要呈交校區董事會或州教育董事會．

3.24 沒有高中畢業文憑可以進入大專學院？

可以．任何有高中文憑或同等學歷或超過十八歲都可以進入加州社區大專學院進修．有興趣人士可向大專學院註册辦事處詢問．

3.25 入州立大學要符合什麼條件？

州立大學或學院每年挑選高中畢業成績最好領頭的百分之三十的學生．通常他們必須成績總平均在 2.0 以上（體操及軍訓分數不計）如果他們參加學術成績試（SAT）或美國大學入學試（ACT）成績優良，而高中平均成績在 2.0 至 3.2 之間便獲取錄．1984 年秋季開始初入大學的一年級學生，必須完成八個學期的英文，及四個學期的數學課程．

3.26 入加州大學要符合什麼條件？

加州大學挑選高中畢業成績最優良的學生中名列前茅的八分之一．要入加州大學必須符合『大學申請手册』內指定的選科，考試和成績的條件。這些手册是免費由各大學供應的．

3.27 我兒女在大學教育中可以申請什麼大學補助費用？

學生可以申請各項經費補助．其中包括獎學金（不用償還的款項），借款，和半工讀計劃．詳細情形可向大學

助學金辦事處詢問．中學生可與中學輔導主任聯絡．如要申請聯邦或州立大學助學金可往大學或加州學生援助事務委員會領取助學申請表格填寫．加州學生援助委員會地址是加州沙加緬度第五街 1401 號．

第四章

雙語教育

4.1 什麼是家庭語言調查表？

學生在加州公立學校註册時必須填寫家庭語言調查表以表明學生在家庭中所用的語言．加州法例規定校區用這調查表以作語言統計之用．假如下列任一問題的答案不是英文那末就表明學生的第一語言不是英文：

a.你的兒女初學話時學何種語言？

b.現在你的兒女在家中最常用何種語言？

c.你和你的兒女談話最常用何種語言？

d.你家庭中成年人最常用何種語言？

4.2 怎樣識別學生是否英文程度不夠？

假如學生家庭語言不是英文，便須要接受州政府指定的英語會話及理解標準測驗．幼稚園至小學二年級學生無須測驗寫作．假如學生成績在流利標準之下，他便是英文程度不夠（LEP）．便該加入適當的雙語教育．另一方面學生英語流利，和同班級說英語的學生的標準差不多，那麼他就被認為是英文程度足夠的學生（FEP）便會被編入普通祇用英語的班級．

4.3 什麼是雙語教育？

雙語教育是為英文程度不夠的學生而設．目的在通過學生母語來協助他們在英文上達到流利的程度．在雙語教室中，教師用英文和學生母語來教授，務使學生一方面用母語學習新的觀念同時達到英文流暢的地步．

4.4 誰是雙語教育計劃的負責人員？

應該是由有雙語教育文憑的教師負責．但教師如不能說學生的第一語言便要有能說該語言的助理教師協助．校區負責僱用助理教師．他們必須符合在英語和另一語言上理解，讀，講，寫各方面的標準．

4.5 什麼情形下小學須要設立雙語計劃？

當校區的學校在同一班級中有十個或十個以上英文程度不夠的學生，而這些學生都說同一種母語，校區便須設立雙語計劃。

4.6 雙語計劃有那幾種？

- 基本雙語教育計劃：基本雙語教育是應用英語及學生的母語來教導英文程度不夠的學生。目的在增加他們在英語語文上的技能標準，和其他學科上的成就。
- 雙語雙元文化教育：雙語雙元文化教育計劃內的學生亦通過英語和母語的學習。計劃目的除加增學科上成就及英語技能標準外並發展學生母語的語文技能。
- 創新性雙語計劃：這計劃的目的在促進對上列的計劃提出新穎的管理方法，更多的合作教學方法，或其他適當的改善以期擴大英文程度不夠的學生學習機會。

4.7 一間小學內祇有少過十個英文程度不夠的學生那便怎樣？

在這情形下的學生可以參加個別學習計劃以得到平等的學習機會。這計劃幫助學生發展英語技能，並用母語來協助學生學習其他科目。

- 小學個別學習計劃：凡沒有參加上述幾種的雙語計劃的英文程度不夠的學生，至低限度可以參加小學個別學習計劃。這個別計劃通過學生母語教授，幫助學生在學科上達到標準的成就，並促進其英文語文的發展。這是個使學生獲得平等教育機會的計劃。

4.8 什麼情形下中學須要設有雙語計劃？

在中學，沒有班級的語言規定標準來決定是否必須設有雙語計劃。但負責雙語教學的教師必須有雙語雙元文化教師文憑。不然必須由一個語言發展專家負責，並由一個雙語助理教師協助。在中學有兩種雙語教育計劃：

- 中學語言發展計劃：這計劃是應用學生的母語來教導．目的在增進學生英文技能標準和其他學科上的成就，尤其是注重畢業中學必修的科目．
- 中學個別學習計劃：凡沒有參加中學語言發展計劃的英文程度不夠的中學生至低限度可以參加這個個別學習計劃．為的是要使他們獲得平等的學習機會．這是個有系統的個別計劃．通過學生的母語教授，一方面促進學生英文的發展，另一方面維持學術上標準的成就．

4.9 英語程度不夠的學生要在雙語計劃內就讀多少時間？

所有 LEP 學生每年都參加校區指定的英文標準測驗．當一個 LEP 學生達到校區訂定的標準，他便被改為英文程度足夠的學生，並可以參加全部英文課程的計劃．

4.10 學生未參加雙語計劃前校方是否必須通知家長？

是的．在學生未參加雙語計劃前學校必須書面通知家長有關下列事項：

- 學生參加什麼計劃
- 有什麼其他計劃可以選擇
- 家長參觀計劃的權利
- 家長要求學生退出計劃的權利
- 家長參與學校及校區雙語顧問委員會的權利

4.11 家長如果要求其兒女退出雙語計劃便要怎樣？

假如英文程度不夠的學生家長要求他的兒女退出雙語計劃（中學或小學）學校應該為這學生提供個別學習計劃的服務．

4.12 家長可否要求其兒女退出個別學習計劃？

可以．在如此情形下，學校應該遵循手續由校方行政人員或熟悉計劃內容的人員向家長解釋個別學習計劃的目

的和活動．假如家長仍要求學生退出計劃他,和校長要簽署申請要求退出書．此簽署文件連同學生參加的計劃紀錄必須存案．

4.13 什麼是雙語教育顧問委員會？

任何校區有多過五十個英文程度不夠的學生便要成立校區雙語顧問委員會．同時任何學校有超過二十個 LEP 學生便要組織學校顧問委員會．校區鼓勵不在校區內工作的英文程度不夠的學生家長參加委員會並構成委員會的大多數成員．

4.14 雙語顧問委員會的職責是什麼？

委員會提供有關校區雙語教育計劃總綱與及校方雙語教育計劃的意見．委員會並協助調查學校雙語教育的需要．此外委員會還有下列的工作：

- 對校區雙語教育計劃之設立，目標和目的提供意見
- 協助發展計劃務使僱請的教師或助教符合必具的條件
- 協助每年舉行的言語調查統計．對採用之測驗或程序提供意見
- 考查及評論發給家長的書面通知書
- 考查及評論校區語言程度列改之準則，標準和程序
- 簽署有關請求豁免雙語教育申請書

第五章

其他的教育計劃和服務

5.1 什麼是高級安置計劃？

由於不少青少年在中學階段已經能夠完成大學程度科目，高級安置計劃是一個為此而設的合作教育計劃．有能力和有興趣的中學生可以參加高級安置計劃考試．藉此表達其才能及有機會選讀大學課程．

5.2 什麼是備選教育計劃？

在備選教育計劃下，家長、學生和教師有可能請求選擇學校或教育計劃．學校當局不一定必須允准其請求，但可以因不同需要而定．例如，有些校區設有備選學校，就讀該校的學生可以在雙語教師教室內先用自己母語學習各科目．家長及學生可以詢問有關備選教育計劃之情形．

5.3 什麼是持續教育？

持續教育是為十六或十七歲學生而設立的中學部分時間教育．其目的在為中途輟學的學生預備一個有伸縮性，個別性的計劃，以幫助他們在一個較小的學校環境內完成中學畢業必須課程．持續教育是加州防止學生中途輟學的一個龐大計劃．

5.4 誰有資格參加持續教育計劃？

有資格參加持續教育的人包括做全時間或部分時間工作的學生，選修其他職業訓練的學生，和由於體力、社會或經濟因素而需要每天用較短時間讀書的學生．

5.5 什麼是職業教育？

職業教育包括學習某一專門的職業技能或課程．所有在加州公立學校註册的學生都有機會參加這個由校區和職業中心設立的計劃．需要經濟援助的學生可以請求半工讀以完成其職業訓練課程．

5.6 職業教育的目的是什麼？

職業教育計劃目的是為學生設立優良的，實際的，適合他們需要，興趣和能力的職業訓練．

5.7 誰有資格接受職業教育？

有資格接受職業教育的人包括中學生，已完成或未完成正規教育但準備以勞力謀生的人，已有職業但要改進技能或學習新技能的人，在特殊教育計劃內有缺陷的人，與及在大學的學生．

5.8 什麼是工作經驗教育？

工作經驗教育是由中學校區董事會或其他當地教育機構設立的．州政府訂立該等計劃之標準及實施大綱．在加州，工作經驗教育有三種：

- 探求性的工作經驗教育：該課程包括有關教導及職業經驗．目的在帮助學生在選擇及發展職業技能上作明智決定．學生有機會觀察各種職業．
- 普遍性工作經驗教育：包括有關工作經驗教育指導，與及附有工資的工作．工作經驗在訓練學生獲得良好的工作習慣與態度．受僱的工作未必一定與學生選擇的職業有關．
- 職業工作經驗教育：包括在職業教育課室中的教導與及受僱於與學生選擇的職業有關的工作機構．

5.9 什麼是成人教育？

通過社團組織，成人教育向成年人提供基本教育,英語為第二語言，和其他成人有興趣之科目．要參加這項計劃的人可以與當地中學或校區辦事處聯絡．

5.10 那個機構負担成人教育的經費？

加州政府通過州立教育處撥經費給有資格的機構，這些代理機構負責第八年級以下的基本教育和英文為第二語

言的教育．

5.11 誰有資格參加成人教育計劃？

凡超過十六歲以上，閱讀能力低，和不懂英文，沒有在中學註册的人都可以參加成人教育計劃．但英文流利，有中學文憑的人都可以參加成人教育中其他充實知識的計劃．

5.12 什麼是特殊訓練教育？

特殊訓練及個別訓練教育是協助學生在學校獲得成功的教育計劃之一．需協助的學生參加上個部分時間的適應訓練班．

5.13 誰負責特殊訓練教育？

學校當局挑選有資格的人員負責計劃和服務．主要目的在協助學生有機會繼續學業，減少其適應上的難題並幫助他盡快回到普通的課室上課．

5.14 加州公立學制中，有沒有托兒服務？

有的．家長們可以向州立公費補助的托兒所，申請托兒服務．這些托兒所通設在全州各地公私營的教育單位中，設有每日不超過二十四小時的培育活動課程．

5.15 怎樣的家庭方能合格接受這類的托兒服務？

一般的家庭都可能合格．條件是按照一般家庭的需要，例如就業，求職，或殘障情形等等．

5.16 這些州立的公費補助托兒方式有那種？

一共有九種：

㈠綜合式

㈡晨浴式

㈢大專院校式

㈣中學育嬰式

㈤家長選擇式

(六)啓蒙式

(七)老幼互益式

(八)殘障需要式

(九)護兒資料式

5.17 我應向那類的單位申請這種托兒服務？

你可以按照需要，向各公私立的幼教單位查詢．這些單位包括各市立中小學區，初級大學，加州立大專院校，各縣教育局及福利局，私立大專院校，一般私立托兒所，家庭托兒園，以及各種非牟利的機構等．

5.18 孩子們能在這種托兒所學到些什麼？

它不但提供幼兒的啓蒙教育課程，而且輔導學齡兒童的日常功課，補習及課外活動等．

5.19 托兒所還有些什麼公益？

公益中包括多種措施，例如：

(一)安全而舒適的學習環境．

(二)平衡發展的課程設計．

(三)雙重語言，多種文化與其他特殊需要的活動課程．

(四)家庭與社區的協調．

(五)家長教育設施．

(六)有效的地方托兒行政服務．

(七)特用不同語言與文化背景的教職員，配合學童與家長們的背景需要．

(八)輔導服務，如住屋問題．

(九)社保服務，如社會福利權益．

(十)保健服務，如廉價或免費醫藥資助．

5.20 學費多少？

收費乃以家庭入息為基準，這是依照州教育廳訂法規．（入息過低家庭，可以得免費托兒服務）．

5.21 什麼是全年制學校？

全年制學校通常在每年七月開始至下年六月結束．學生上課日數與傳統性學校一樣是一百七十五日至一百八十日．但是這些學校有三至四個較短假期．每次假期大概有三至六個星期．傳統性學校學生通常是上課九個月然後在暑期放假三個月．

5.22 什麼是全年制校曆？

全年制校曆是特為全年制學校而設的．例如在（四十五日/十五日）制度內學生上課九個星期然後放假三星期．一年重覆四次．其他有上課六十日－放假二十日制度，和上課九十日－放假三十日制度．

5.23 全年制學校學生和普通學校學生的學習計劃是否一樣？

是一樣．他們的學習機會，必修課程，工作經驗，學生活動，運動隊伍和普通學校是一樣的．

5.24 為什麼所有學校不一定採用全年制？

將來也許可能都採用全年制但目前加州學校傳統上是在九月開課六月放假．傳統是不易打破的．

5.25 全年制學校是必需的嗎？

有些學童過多的校區必需採用全年制．在不擠擁的校區家長可以選擇九個月制度或全年制．

5.26 全年制學校的學生是否都在同一時間內上課？

在不擠迫的學校內，所有學生都在同一時間開課和放假．在學童過多的學校，學生可以分為四組．一組放假其餘三組上課．這樣輪流，每組都有一樣上課日數．

5.27 全年制學校有沒有暑假？

有的．全年制學校稱暑假為學期假．這假期比普通假期較短．學生可以在其他時間內選修暑期班的課程．

5.28 我從那裏可以獲得更多關於全年制學校的資料？

你首先可以與校區全年制教育主任聯絡，其次向校長或學校輔導人員詢問．

5.29 我的兒女會喜歡全年制學校嗎？

喜歡．參加全年制學校的學生和家長大多數都喜歡全年制．你的兒女如果參加全年制學校你可以預期他們會喜歡這學制的．

5.30 什麼是暑期班？

暑假班是在六、七、八月間舉行的．州政府支持的暑期班特為下列學生而設(1)需要幫助以達到校區基本技能標準的第七至第十二班的學生(2)需要修學分才畢業的高中學生(3)需要重讀一科目而在下一學年不能選修該科目的中學生(4)在全年制及特殊教育計劃內就讀的學生．另外州政府資助設立暑假班教導學術上的科目如數學，科學社會，語文，外國語文，藝術和電腦教育等．

5.31 暑假班怎樣能夠幫助學生？

暑假班容許學生選修高級學術課程，並幫助小學及中學生增長知識．高中學生並可以選讀必修科目以達到畢業條件．

5.32 我怎樣知道我的兒女有特別天聰及天才？

根據加州合法定義有天聰及天才的學生是指在加州公立學校就讀的兒童被識別為具有顯明或潛在性的能力，足以表現高度性的成就．

5.33 加州天聰及天才教育計劃 (GATE) 有什麼特點？

自一九六一年以後這計劃特別注意學童的潛在或表現的能力．這計劃使美國注意到發展特殊才能及創作能力的計劃需要．

5.34 GATE 計劃內有什麼識別分類？

(a) 理解能力

(b) 特殊學術能力

(c) 高度成就能力

(d) 創作能力

(e) 藝術及表現能力

(f) 領導能力

5.35 校區根據什麼證據來識別一個有天聰或天才的兒童？

(a) 學校，班級和個別學生紀錄

(b) 學校心理學家和專家的評估（未作測驗前必須家長書面同意）

(c) 分組和個別測驗

(d) 學生作業

(e) 同學的評判

5.36 GATE 計劃包括什麼班級學生？

GATE 計劃應該盡量包括識別及輔導所有級別的有天聰和天才的兒童．

5.37 是否所有校區都必須設立 GATE 計劃？

不是，設立 GATE 計劃與否是隨校區決定的．但在一九八四年四百四十三間校區都設有這項計劃．這數目佔公立學校學生總數百分之八十強．

5.38 什麼是工作准許證？

工作准許證是發予未達工作年齡之學生在受僱時需要的文件．

5.39 誰負責發予工作准許證？

校區人員負責發予工作准許證．在學校開課期間，任何未成年兒童（即使有工作准許證）或任何十八歲以下必須入學之兒童，都不能停學連續工作超過十天．這不包括已完成四年高中課程畢業的未成年兒童，或已在私立學校獲得基本技能測驗證書的學生．在某些情況下工作

准許證可以發予十二至十八歲兒童。

5.40 工作准許證包括什麼資料？

有效的工作准許證包括：

- 學生之姓名、年齡、出生日期、地址、電話號碼
- 學生必須在某一學校部分時間上課或豁免上課之解釋，上課之時間
- 學校開課期間學生每日及每星期最多能夠工作幾小時
- 學生之社會安全咭號數
- 學生及發證員責人簽名
- 工作准許證終止生效日期

第六章

家長與學校的聯繫

6.1 家長為什麼要參與兒女的學校教育？

作為家長，你在兒女的教育上佔十分重要的地位．你是兒女最開始和最重要的老師。通常說來，你比任何人更認識你兒女，因此你供給的資料能幫助教師們更了解他們．你與教師們聯絡交談就是表明在兒女教育上你願意和他們合作．教師知道你會協助他們了解兒女在學校和家中的問題．為你兒女的利益你應該與學校互相支持和合作．

6.2 在家庭內怎樣可以協助兒女的學習？

有很多方法可以使兒女在學校成為一個優良的學生，下面提出幾個方法以供參考：

- 休息和營養在學業上佔重要因素。充足的睡眠和一頓適當早餐可使你的兒女整天有足夠的精力．
- 協助兒女養成對學校和學習的良好態度．鼓勵他們參與學校各種活動．
- 鼓勵兒女在學業上進步，解釋教育對他們前途的重大關係．
- 留意兒女在學校學習什麼，並和他們一起為改進學習技能而努力．
- 要常常與老師和學校輔導人員聯絡，如不方便面談，可以互通電話．
- 閱讀學校通告，通訊和報告，請依校方請求簽名後由你兒女交回學校．
- 查詢學校當局或社區為你兒女所設立的特別計劃和服務
- 對現行有關兒童教育計劃之內容及法例加以適當的認識.
- 支持兒女的教師和學校．
- 要安排一個學習的時間，規定在這段時間內不讓任何分

心的事情影響兒女做家課．

- 協助兒女做學校家課，並查核他是否依時完成．
- 對年幼的小兒女講讀故事．
- 帶兒女到附近圖書館去借閱書本．
- 帶兒女去博物館，動物園，藝術展覽或附近地方作教育性的旅行．
- 限制兒女每天看電視的時間．

6.3 有什麼方法可以參加兒女學校的活動？

作為家長，你有很多機會參加兒女學校的各種活動．學校通常鼓勵家長參加家長會，如學校理事會，學校顧問委員會，校區顧問委員會，雙語顧問委員會和家長教師聯會等．學校亦鼓勵和邀請你作下面的參與：

- 在課室內協助兒女．
- 在為家長應用的房間製作教學需用的教材，遊戲，設計等．
- 在學校圖書室或飯堂工作．
- 在學生去公園，附近圖書館，動物園參觀時協助管理他們．
- 在操場上維持秩序．
- 把你的文化背境，嗜好，或專技如刺綉，木刻，攝影等帶到學校與人分享．
- 編辦報告板．
- 電話與其他家長聯絡．
- 向兒童講讀故事．
- 個別指導．
- 幫助兒童作設計．
- 參加學校籌款委員會工作，籌得款項用以添購學校器材及遊戲設備．

- 參加學校「開放日」．參與家長教師會議．
- 參加董事會會議．

6.4 家長享有什麼權利？

下列是家長享有的權利：

- 選擇和決定你兒女要進入公立，教會設立或私立學校．
- 獲得有關你兒女學校的教授科目，教授法，教材和成績評定的資料．
- 訪問學校和參觀課室但要預先通知校長和教師．可向校區詢問參觀規例．
- 要求與教師或校長會談．
- 查閱課室內採用的資料與及特殊計劃內用聯邦政府經費購買的教材．
- 獲得有關你兒女要完成的最低限度標準測驗，高中標準技能測驗的資料．
- 對兒女在課室所學的資料可以參加意見．你的意見不受接納時你可以向校方或學校董事會提出．
- 要求你兒女在學校不受身體或精神上的困擾．
- 要求你兒女在學校上課時得到適當的管教．
- 預先獲得有關學校規則，上課規定，衣著準則，參觀學校手續等資料．
- 質問學校對你兒女權利有影響的決定．
- 對你兒女被編入特殊班（問題兒童班），你可以提出反對和質問．
- 質問學校要你的兒女停學或退學的決定．
- 獲得有關你兒女接受測驗之種類及原因的通知．
- 在你兒女要接受心理測驗時必先獲得學校通知，學校必須得到你的同意才可．
- 獲得有關測驗成績，成績計算法及用法的資料．

- 參加家長委員會或理事會．這些會議有些是法例規定的有些是志願參加的．
- 參加校區董事會議以明白校區內進行的事務．
- 對學校政策之設立或改變如衣著準則，高中畢業條件等參加意見．
- 檢查你兒女在校紀錄．
- 假如你發覺你兒女在校紀錄有任何錯誤或會引起誤會你有權提出質問並要求學校給你一個滿意的答覆.(看註釋)
- 要求你有殘障的兒女被編入適當的公立學校計劃內．但校方必先得到你的書面同意．

註釋：所有權利（除最後一項）採自 BRUCE BARON 著作:你在學校學習什麼？一書（NEW YORK: WARNER BOOKS, INC., 1983, 264-65 頁）

第七章

公立學校制度的結構

7.1 公立學校的組織是怎樣？

加州公立學校的組織是有小學校區，通常包括由幼稚園到第六年級或第八年級，聯合校區（幼稚園到第十二年級），和中學校區（第九年級到十二年級）。

7.2 那些主要機構影響公立學校的措施？

影響學校的主要機構是校區教育司署，縣立教育局，州立及聯邦機構。每一個機構都有份為你的兒女供應適當教育。

7.3 那一個機構控制校區中的學校？

校區中的學校由本地教育董事會控制。董事會是負責其屬下學校的建立，維持及一切措施。

7.4 普通小學的組織是怎樣？

在小學方面，校長負責全校的每日事務。每一教師負責教授一班。英語程度不夠學生衆多的學校，必須有雙語教師。此外教員通常包括專門閱讀教師，數學，及英語為第二語言教師，語言治療專家，護士，助理教師，社區聯絡員，雙語計劃主任及資源教師。

7.5 普通中學的組織是怎樣？

在中學方面，校長為全校之負責人。中學通常設有副校長，協助特別部門的行政。比較大的中學並設有各科目部門主任（如英語，數學及體育等）。特別計劃，如雙語教育，通常由一個主任負責。

7.6 校區經費來自何處？

一部份經費來自地方房產稅，大部份來自州稅收。州議會決定撥作公立教育之用的經費數目，並撥發予有特別需要的學生的校區。大多數聯邦經費是用來幫助有特別

需要的學生，入息低微家庭的學生，需要雙语教育的學生，參加職業教育課程的學生，及殘障的學生。

7.7 為什麼家長要明白公立學校的結構？

明白學校制度的家長能夠帮助兒女在教育方面作適當的決定，並可以提高自己及兒女的教育程度及機會。

A Handbook on California Education for Language Minority Parents
(English Version)

Prepared under the direction of the
Bilingual Education Office
California State Department of Education

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CHONG K. PARK, CHAIRMAN
Language Minority Parent Handbook Committee

Foreword

California's public schools offer a wealth of educational opportunities for all students. With this handbook you will be able to understand and gain access to the schools and, thus, take advantage of the full range of those opportunities.

Moreover, Californians from all walks of life are now engaged in a comprehensive school reform effort to revitalize our public schools and provide educators with the tools and resources they need to ensure excellence in all our schools. Statewide cooperative efforts are now under way to improve the school curriculum; attract top-flight teachers; recruit and train principals; improve tests and textbooks; and involve parents, business leaders, and the community in school reform.

The partnership between home and school is an important element in this effort. We will improve the quality of education for our children only to the extent that we are able to integrate the resources of home and school and capitalize on the strengths of each. Parents, teachers, and school administrators together share the responsibility of providing an excellent education for all students. The interest many of you parents have shown in having this handbook produced demonstrates the far-reaching commitment and desire you have to become involved in your children's education. That is encouraging, and I commend you for your wisdom and foresight.

Your involvement in education is one of the most important factors in student achievement. It is not hard to see why. Children readily take to school the lessons they learn at home. When their parents—their first and most important teachers—value learning and achievement, children do the same. Time and again, educational research has demonstrated the powerful and consistent influence of parental involvement on students' learning. In those instances when students benefit from good school programs and supportive parents, students' achievement is highest. The State Department of Education is committed to encouraging parental involvement in public education.

The cooperation of home and school is the key to excellent school programs and effective learning by students. I hope that this handbook fosters that effective partnership.

Bill Honig

Superintendent of Public Instruction

Preface

During the 1983-84 school year, more than 900,000 students in California were reported to be using a language other than English as their primary home language. And of that number, approximately 487,000 were identified as limited-English proficient (LEP). This publication, *A Handbook on California Education for Language Minority Parents*, was developed to help new immigrant parents of the LEP students make the best use of the educational opportunities that California public schools provide.

What is especially important for LEP students is to have parents in their home environment who know the California education system and opportunities. As prime educators parents are very knowledgeable as to the needs of their children but are often left out simply because they are not familiar with their new educational environment. With the information provided in this handbook, parents should be able to assist their children with schooling in a more effective way.

Included in the handbook is information on student enrollment, public school programs and curriculum, graduation requirements, bilingual education, parental involvement, transportation, year-round education, child development, and so on, which will be helpful for parents to provide immediate assistance for their children. It also provides information about a variety of programs, such as alternative education, vocational education, continuation education, work experience education, and adult education, which may be helpful not only for LEP students but also for parents who seek further educational opportunities in California. We in the Department are pleased to be involved in the development of this handbook. We believe that this handbook will make an important contribution indirectly to the improvement of educational services for language minority students by educating their parents.

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Introduction

A Handbook on California Education for Language Minority Parents is designed to assist parents of language minority students who are residing in California. This handbook is part of the technical assistance effort of the State Department of Education to clarify the operations of California schools to language minority parents so that they might better support the education of their children. Parents should be the prime educators and must be knowledgeable as to the needs of their children.

The handbook provides basic information on the educational system and enrollment procedures particularly relevant for students who are enrolled in kindergarten through grade twelve. It also explains the kinds of tests used in California, such as the California Assessment Program tests and the high school proficiency tests. The handbook also includes a section on bilingual education and other services to language minority students who are of limited-English proficiency. As most parents of language minority students did not attend schools in the United States, other types of programs, such as vocational education, adult education, and continuation education, are described so that parents can better understand schooling in the United States. Another section describes parental involvement to overcome the fact that in many countries parents have never experienced close involvement with teachers and administrators.

The handbook does not provide comprehensive information because each program may be operated in different ways in each school or district. Parents should contact classroom teachers, school counselors, principals, or other local educational agency personnel for more detailed information if necessary.

1.0 Enrollment and Attendance; General Information; Transportation

1.1 When should my child enroll in school?

Your child must be enrolled in the first grade after he or she reaches the age of six. Children five years and nine months old before September may be enrolled when school begins in September. Immigrant children of school age should be enrolled in school as soon as they arrive in the United States. Except in year-round schools, which begin in July, children are enrolled in school in the first days of September. The usual school year is from September to June.

1.2 Will my child be able to attend a neighborhood school?

As a rule, yes. But some school districts, to avoid overcrowding or achieve racial balance or provide specialized education away from your neighborhood, may transport children to schools away from your neighborhood. If your district buses students, you may ask that your children remain at your neighborhood school.

1.3 How is my child's grade level determined?

Grade level is determined primarily on the basis of age and school experience. Children who are at least four years and nine months old in September may be enrolled in kindergarten. Children who are already six are enrolled in the first grade, and children older than six are placed by the principal at an appropriate level from grade one through grade twelve.

1.4 Do American schools accept course credits earned in foreign countries?

For children of elementary school age, records of previous schoolwork will help the school provide the best program for your child. As for high school students, credits for previous schoolwork are evaluated before placement.

1.5 How is the noon meal provided for students?

Children can bring a lunch from home, or they can purchase one at school. Most schools have a cafeteria where nutritious, well-balanced meals are available for a minimal charge. Parents with limited finances may ask school officials if they qualify for a free or reduced-price lunch. Schools in California are required by law to provide a nutritionally adequate meal to every needy child in every public school each school day. Some schools provide a breakfast for a minimal fee or at no charge if the family is eligible for the low-income category.

1.6 How much will I have to pay for my child's schooling?

Admission to American public schools is free, and books are lent to students at no charge. Uniforms are not required. For some classes, however, particularly in high school, you may have to pay small fees for personal supplies. Parents are expected to pay for the child's lunch.

1.7 What do I do when my child is absent from school?

You should telephone the school, letting the school know why your child is not in school. On the day your child is able to attend school, you should give the child a signed note. On the note you should give the date or dates of absence and the reason for the absence.

1.8 Will my child ride a school bus from home to school and back?

Not all districts offer school bus transportation. Of those districts that do, only those children qualify whose homes are beyond reasonable walking distances from schools. You should ask at your child's school about availability of transportation, locations of bus stops, pickup and drop-off times, and any special orientation meetings for parents and younger students to make the first day of school easier.

1.9 What happens if my child misses the bus?

It is important for you to have a plan to protect your child and to get the child to school by other means. You should talk with your child to ensure that he or she know what to do and where to go in case the bus is missed.

1.10 If my child qualifies for special education and cannot ride the regular school bus, what can be done?

If your child qualifies for special education, the individual education plan for your child will tell what type of transportation for which your child will be eligible. You can ask the staff at the school for more information.

1.11 What can I do to protect my child while he or she is riding on the school bus?

Your child should know the rules for riding on the bus. If your child has difficulty understanding the driver, you should help your child to understand the rules and obey them. School bus drivers try hard to

make the ride to and from school safe for children, but they need your help and cooperation from your child.

1.12 May school districts charge a fee for transportation on a school bus between home and school?

Yes, a fee may be charged. You should ask at your child's school whether a fee is charged in your school district. No fee may be charged for transporting a handicapped child or a child whose parents or guardians have a low income. The school district decides who qualifies for free transportation.

2.0 Basic School Program; Curriculum

2.1 What is a minimum day?

A minimum day is a shortened school day. Students are allowed to go home earlier than they would on a regular school day. The rest of the day is used by the school staff for meetings and other school business. You will be notified in writing well in advance when a minimum day is planned and when your child will be dismissed.

2.2 What subjects are taught in elementary grades (K—6)?

The basic subjects taught in elementary (K—6) grades are language arts (including listening, speaking, reading, and writing), mathematics, social science, science, and physical education. Other subjects may be music and art. Some schools teach reading and other subjects in two languages.

2.3 What subjects are taught at the high school level?

Offerings vary. You will need to contact the district in which your child is enrolled to find out what subjects are offered. A sample of classes might include algebra, English, typing, world history, biology, physical education, foreign language, the arts, home economics, industrial arts, and vocational education. Some of these courses are required, and some are available to accommodate students' interests. You should check with your local school for details.

2.4 What high school requirements will my children have to meet?

Starting with the 1986-87 school year, all pupils who receive a high school diploma must complete, while in grades nine through twelve, the following courses:

1. At least the following numbers of courses in the subjects specified, each course having a duration of one year:
   a. Three courses in English
   b. Two courses in mathematics
   c. Two courses in science, including biological and physical sciences
   d. Three courses in social science, including United States history and geography; world history, culture, and geography; and American government, civics, and economics
   e. One course in fine arts or foreign language
   f. Two courses in physical education unless the pupil has been exempted, pursuant to legal provisions
2. Such other coursework as the governing board of the school district may by rule specify

The important thing to remember is that by the start of the 1986-87 school year, your child should plan to complete all of the required courses. For further information, check with your school district.

2.5 What is independent study?

Independent study makes it possible for a student (in kindergarten through twelfth grade) to have a program of studies that is considered equal to classroom study but is located somewhere away from the usual school classroom. Independent study may permit schooling at home or in any other location that may provide suitable opportunities for learning. School districts have the right to make their own rules for independent study.

2.6 What other programs may operate in my child's school?

The federal and state governments have established programs for students who have special needs. Your child may need special help or assistance, for example, in learning English. However, not all districts have special programs.

3.0 Grades; Promotions; Testing

3.1 What does an elementary student's report card include?

Some districts prepare report cards by using letters such as *A, B, C, D, F,* and *I,* while other districts use the letters *E, G, S, N,* and *U* or *S, U,* and *N.* Although there are differences, the general content or idea is similar. Elementary report cards usually list the following subjects:

- Language arts (listening, speaking, reading and writing, grammar, and spelling)
- Mathematics
- Social science
- Natural science
- Health education
- Music
- Arts

The report card may also contain the attendance record of the student, a citizenship grade, and a place for comments by the teacher and the parent. The report card symbols are usually explained on the report card itself.

3.2 What does a high school student's report card include?

It usually consists of the title of each course, the name of the student and teacher, achievement grades for courses taken, a grade for citizenship, a place for the comments of teachers and parents, and the attendance record of the student.

3.3 What do the report card symbols mean?

Almost all schools use one of the three following systems:

A = Excellent
B = Good
C = Satisfactory
D = Needs improvement
F = Failure
I = Incomplete

E = Excellent
G = Good
S = Satisfactory
N = Needs improvement
U = Unsatisfactory

S = Satisfactory
U = Unsatisfactory
N = Needs improvement

3.4 What is a citizenship grade?

It is equivalent to a behavior grade and is based on the way a teacher sees a student in terms of his or her politeness, responsibility, obedience, fair play, and sociability.

3.5 What is a work habit grade?

A work habit grade indicates how a teacher rates your child's inventiveness, accuracy, promptness in completing the work assigned, and neatness.

3.6 What should I do when I receive my child's report card?

You should review the teacher's comments and the grades. You should sign and return the report card to school with your child. Sometimes the teacher may ask you to meet with him or her to discuss the progress of your child. You may wish to include your own comments on the report card.

3.7 How often are report cards issued?

Four times a year.

3.8 What are the requirements for promotion to the next grade?

On the basis of the progress made by the students, elementary school teachers decide whether the student will go to the next grade or remain in the same grade. If the student is to stay in the same grade, parents will be consulted. In the case of high school, course credits completed and the standardized test scores are factors reviewed for grade promotion. If you have a... questions regarding grade promotion, call your local school and ask for the policy on school promotion.

3.9 What procedures are involved in grade retention?

The school expects every student to be promoted to the next grade. If a student has learning difficulties, the teacher will help. If the student does not learn enough to be able to succeed in the next grade level, it might be necessary to retain the student for another semester. The school will consult with the parent or guardian to determine what is best for the student.

3.10 What does the pupil proficiency law require?

It requires that students in California public schools be tested at least once in grades four through six and once in grades ten and eleven on locally developed standards in reading comprehension, writing, and computation.

3.11 What effect does the pupil proficiency law have on your child's graduating from high school?

To receive a high school diploma, your child has to complete the local high school course of study and successfully pass the district's proficiency test.

3.12 What is the high school proficiency test?

Each school district must have established standards of proficiency for its high school graduates. These standards must cover at least the areas of reading, writing, and mathematics. Each district must also have developed a test to assess a student's attainment of those standards.

3.13 Who must take the proficiency test?

All high school students must pass the proficiency test to graduate.

3.14 How many opportunities will a student have to take the proficiency test?

Every school district has its own testing schedule. But all districts are required to allow students who fail the test to retake it as many times as the district's testing schedule allows.

3.15 May a student with limited-English proficiency take the proficiency test in a language other than English?

Students must use English only in the proficiency test. The school may allow students to use their native language during the testing period, but English must be used in the final test.

3.16 Must schools provide special services for limited-English-proficient (LEP) students to help them pass the proficiency test?

Schools must provide bilingual education services for LEP students to prepare them for the proficiency test.

3.17 Will the parents be notified if a student fails the proficiency test?

If a student fails the proficiency test, the school is required to notify the parents in writing and invite them for a meeting to discuss what the district and the parents can do to help the student pass the proficiency test.

3.18 If a student completes all required courses but fails the proficiency test, what can be done?

If a student fails the proficiency test but completes all required courses, he or she may continue to take the proficiency test until it is passed. Many school districts set up remedial classes to help students who have failed the proficiency test.

3.19 If my child does not complete the required courses or does not pass the proficiency test, are there other ways to obtain a high school diploma or equivalent?

Students ineligible for graduation because they have not completed the required courses may continue to take courses until they meet the requirements. Any student over sixteen years of age may take the *California High School Proficiency Examination*, which is given three times a year in more than 100 locations in California. (Testing times and locations are posted at every high school and public library.) Those who have passed the *High School Proficiency Examination* receive certificates that are equivalent to high school diplomas. Any person over eighteen years of age who did not graduate from high school and is not enrolled at a high school may take the *General Educational Development Test* to obtain the equivalent of a diploma. The *GED Test* is given in 250 testing centers in California throughout the year.

3.20 What is the California Assessment Program (CAP)?

The California Assessment Program (CAP) annually assesses student achievement in every public elementary school and high school in California. It requires 30 minutes of time once a year for every third, sixth, eighth, and twelfth grader. Only CAP uses the same test in all schools and provides uniform information statewide on achievement in California elementary schools and high schools in reading, language, and mathematics.

3.21 What information does CAP provide for each school?

The California Assessment Program provides the following information:

- Overall school-level scores in reading, language, and mathematics
- Detailed information about strengths and weaknesses in the basic skills program
- Comparable information over several years to identify trends in scores
- Comparison of your school to similar schools and to all other schools in California
- Information about student attitudes towards reading, writing, and mathematics
- Information about the performance of different groups of students; for example, girls versus boys and new students versus those who have been in the school for several years
- Periodic information about other factors related to school performance, such as television watching, homework, and recreational reading

3.22 Where can you find CAP reports?

Each school and school district office should have a report for its third, sixth, eighth, and twelfth grades.

3.23 When do the latest test results become available?

Results from the previous school year are available each November at your local school or school district

office. They are presented annually to your local school board and to the State Board of Education.

3.24 May my child enter a community college without a high school diploma?

Yes. Anyone who has a high school diploma or equivalent or who is over the age of eighteen and can benefit from instruction is eligible for admission to a California community college. Students seeking admission should consult the admission office of their local community college.

3.25 What admission requirements does The California State University have?

State university students are selected from among the top one-third of high school graduates. For admission they must normally have a grade point average of 2.0 or better in all coursework except physical education and military science. Students with grade point averages between 2.0 and 3.2 may be admitted if they score high enough on either the *Scholastic Aptitude Test* or *American College Test*. Beginning in fall 1984, first-time freshmen will have to complete eight semesters of college preparatory English and four semesters of college preparatory mathematics to be eligible for admission.

3.26 What admission requirements does the University of California have?

University of California freshmen are selected from among the top one-eighth of California high school graduates. To be elibible for admission, students must meet the subject, examination, and scholarship requirements specified in the university's undergraduate application packet, available free of charge from any campus.

3.27 What financial aid is available for my child's college education?

Several types of aid are available to students with financial need, including grants (money you do not need to repay), loans, and part-time work. For information about financial assistance, contact the financial aid office at the institution your child is interested in attending. High school students should also contact their school counselor. To apply for federal or state assistance, obtain the form "Student Aid Application for California" from the institution or from the California Student Aid Commission, 1401 Fifth St., Sacramento, CA 95814.

4.0 Bilingual Education

4.1 What is the Home Language Survey?

When a child is enrolled in a California public school, the *Home Language Survey* should be distributed to determine the language(s) spoken at home by each student. School districts are required to distribute the survey forms so that a language census can be taken statewide. If any of the following questions is answered as other than English, the child is determined to be a non-English-speaking child:

a. What language did your son or daughter learn when he or she first began to talk?
b. What language does your son or daughter most frequently use at home?
c. What language do you use most frequently to speak to your son or daughter?
d. What language is most often spoken by the adults at home?

4.2 How does the school determine each child's language proficiency?

As a result of the *Home Language Survey*, if a child's home language is other than English, the child is tested for English comprehension and on a state-designated test of English oral language proficiency. Scoring must follow the publisher's norms. Reading and writing assessments are optional for students in kindergarten and grades one and two. If a child scores less than fluent on the assessments, the child is considered to be limited-English proficient (LEP) and must be placed in an appropriate bilingual program. However, if a child scores fluent and his or her English proficiency is comparable to that of the majority of pupils of the same grade or age whose primary language is English, the child is considered to be fluent-English proficient (FEP) and is put in a regular English-only program.

4.3 What is bilingual education?

Bilingual education is designed for students of limited-English proficiency (LEP). It helps these students learn English through their primary language. In the bilingual classroom the teacher provides instructions in both English and the children's first language, if necessary. In this way students can learn ideas in their first language while becoming skilled in English.

4.4 What should be the qualifications of staff members in a bilingual program?

Teachers should be bilingually credentialed. However, when a teacher in the bilingual program does not speak the primary language of the student, an instructional aide who is fluent in the dominant language of the student assists the child with the primary language. The district must ensure that each hired aide is able to understand, speak, read, and write English and the primary language of the student. The aide must be familiar with the cultural heritage of students of limited-English proficiency in the bilingual classes to which he or she is assigned.

4.5 When is a bilingual program provided at the elementary level?

Whenever a school of any school district has ten or more students of limited-English proficiency of the same primary language in the same grade level, the district must offer a bilingual program in a self-contained classroom.

4.6 What types of bilingual programs are available?

- *Basic bilingual education program:* Basic bilingual education is an organized program of instruction in which participating pupils receive instruction in and through English and the primary language of the LEP pupils. The principal goal of this option is to increase the English language proficiency and academic achievement of the LEP students.
- *Bilingual bicultural education:* Bilingual bicultural education is an organized program of instruction in which participating pupils receive instruction in and through English and the primary language of the LEP pupils. The purpose of this option is to increase the overall academic achievement and English language proficiency of LEP pupils and to develop the LEP pupils' primary language skills.
- *Innovative bilingual program:* The purpose of the innovative bilingual program option is to promote innovations in program options mentioned above that focus on new management approaches, greater emphasis on team teaching, or other appropriate improvements that expand the learning opportunities of pupils of limited-English proficiency.

4.7 What happens when an elementary school has fewer than ten LEP students?

The students will be provided an individual learning program (ILP) designed to meet equal educational opportunities for LEP students by promoting English language development and by sustaining normal academic achievement through the use of the student's primary language for subject matter instructions.

The elementary-level individual learning program represents the minimum program requirements for elementary LEP pupils not enrolled in basic bilingual, bilingual bicultural, or experimental bilingual programs. It is an individualized version of program option designed to provide equal educational opportunities for elementary LEP pupils by promoting English language development and by sustaining normal academic achievement through the use of the pupil's primary language for subject matter instruction.

4.8 When is a bilingual program provided at the secondary level?

There are no classroom composition requirements based on linguistic criteria for secondary programs. However, the teachers providing the primary language component must be bilingual crosscultural teachers or, if no such teachers are available, language development specialists who are assisted by bilingual crosscultural aides. There are two types of bilingual programs available at the secondary level:

- *Secondary-level language development program:* The secondary-level language development program for LEP students is a structured bilingual program delivered by bilingually credentialed teachers and/or language development specialists assisted by bilingual crosscultural aides. The program is designed to promote English language proficiency and academic achievement through the use of the student's primary language for instruction in the nonelective content courses required for graduation.
- *Secondary-level individual learning program:* The secondary-level individual learning program represents the minimum program requirements for secondary LEP students and must be provided for all secondary LEP students not enrolled in a secondary-level language development program. It is a systematic, individualized program of instruction designed to ensure equal educational opportunities for secondary LEP students by promoting English language development and by sustaining normal academic achievement through the use of the student's primary language for subject matter instruction.

4.9 How long does an LEP student have to stay in the bilingual program?

All LEP students are to be assessed annually for English proficiency with an instrument selected by the district. When an LEP student meets the definition of FEP based on district-adopted standards, the student is reclassified as fluent-English proficient and is eligible for an all-English program.

4.10 Must parents be notified before a child may be enrolled in a bilingual program?

Yes. Before a child may be enrolled in a bilingual program, the parents of the child must be notified in writing about the following:

- The program being offered
- Other program options available
- The parents' right to visit the program
- The parents' right to withdraw their child from the program
- The parents' right to participate through the school and district bilingual advisory committees

4.11 What if parents wish to withdraw their child from a bilingual program?

If parents of an LEP pupil wish to withdraw the pupil from a bilingual program (both elementary and secondary), the school must then provide the pupil an individual learning program (ILP).

4.12 May parents request the withdrawal of their child from an individual learning program?

Yes. Parents may request that their child be withdrawn from an individual learning program (both elementary and secondary). In such cases the district must establish a procedure to ensure that parents are informed of the goals, objectives, and activities of the individual learning program by an administrator or designee knowledgeable about the program. A withdrawal request signed by the parent and administrator, along with a copy of the individual learning program from which the pupil has been withdrawn, must be maintained in the school's files.

4.13 What is a bilingual advisory committee?

Each school district with more than 50 LEP pupils must establish a bilingual district advisory committee. At the same time each school with more than 20 pupils of limited-English proficiency must establish a school-level advisory committee. Parents of LEP pupils not employed by the district are always welcome to join the committee and must constitute a majority of the committee.

4.14 What are the responsibilities of the bilingual advisory committee?

The committee will advise on the development of a district master plan for bilingual education which will take into consideration the school site master plans for bilingual education. The committee will also assist in conducting a districtwide bilingual education needs assessment on a school-by-school basis. In addition, the comittee will:

- Advise on the establishment of district bilingual education programs, goals, and objectives.
- Assist in the development of a plan to ensure compliance with teachers' and teacher aides' requirements.
- Assist in the administration of the annual language census and advise on requests to use an alternative instrument and/or procedures.
- Review and comment on the written notification(s) to limited-English-proficient, fluent-English-proficient, and English-only students of initial enrollment.
- Review and comment on the district language reclassification criteria, standards, and procedures.
- Sign off on waiver requests related to bilingual education.

5.0 Additional Education Programs and Services

5.1 What is advanced placement?

Advanced placement is a cooperative educational endeavor based on the fact that many young people can complete college-level studies in secondary schools. Able, interested students are given opportunities both for college-level learning and for demonstrating their accomplishments through advanced placement examinations.

5.2 What is alternative education?

Alternative education makes it possible for parents, students, and teachers to request optional schools or educational programs. School authorities do not have to do what is requested, but many provide for different needs. For example, some school authorities provide optional (alternative) schools in which students may start their studies in their native tongue or be enrolled in a classroom where the teacher speaks the child's primary language. Parents and students should ask about the choices (alternatives) offered. They may also ask for programs that are not offered.

5.3 What is continuation education?

Continuation education provides a part-time attendance option for high school students sixteen or

seventeen years old at the time of enrollment. Continuation high schools or continuation classes have served as the largest dropout prevention program in California. The goal is to provide a flexible, personalized program to help students meet district graduation requirements in a small school environment.

5.4 Who may need continuation education?

Students may need part-time high schools if they are employed part time or full time, are concurrently enrolled in other training or educational programs, or need a shorter school day or school week for physical, social, or economic reasons.

5.5 What is vocational education?

Vocational education involves learning a specific occupational trade or course of study. It is provided by school districts and regional occupational centers and progrms to all students enrolled in California public schools. Part-time employment may be obtained for students who need the earnings from such employment to continue their vocational training on a full-time basis.

5.6 What is the intent of vocational education?

Vocational education programs are intended to provide training or retraining that is of high quality, is realistic, and is suited to the needs, interests, and abilities of the student.

5.7 Who is eligible to receive vocational education?

Eligible persons would include high school students; persons who have completed or discontinued formal education or are preparing to enter the labor market; those who are employed but need to upgrade skills or learn new skills; those with special education handicaps; and those in postsecondary schools.

5.8 What is work experience education?

Work experience education is a course of study that the governing board of a high school district or other local educational agency may establish. Standards and operational guidelines for acceptable programs are established by the state. Three types of work experience programs in California are:

- *Exploratory work experience education:* a combination of related instruction and structured occupational experiences designed to assist the student in the career guidance and development process. The student has the opportunity to observe a variety of occupations. There is no intent to teach productive skills.
- *General work experience education:* a combination of related work experience education instruction and paid employment designed to assist the student in acquiring desirable work habits and attitudes. Paid employment need not be related to the student's career goals.
- *Vocational work experience education:* a combination of concurrent vocational classroom instruction and paid employment experiences directly related to the student's occupational goal.

5.9 What is adult education?

Adult education provides education through community-based organizations in basic education, English as a second language, and other subjects of interest to adults. To locate a program, contact your local high school or school district office.

5.10 Who pays for adult education?

The state of California through the State Department of Education awards annual grants to qualified agencies providing basic education, grade eight and below, and for English as a second language.

5.11 Who is eligible to enroll in adult education programs?

Low-literate and non-English-speaking students sixteen years of age or above not enrolled in a high school are the target population for the adult education programs. However, many enrichment programs are offered as well for those who are fluent in English and possess a high school or college diploma.

5.12 What is opportunity education?

Opportunity classes and individual opportunity programs are among several programs designated to help students succeed in school. Identified students are placed in a part-time adjustment class in place of or along with a minimum attendance day.

5.13 Who provides opportunity education?

Programs and services are provided by qualified school personnel. The programs provide a chance for students to continue their education, alleviate adjustment problems, and help students return to the regular school or classes as soon as possible.

5.14 Is there a child development program available for my child in the state educational system?

Yes. Your child may be enrolled in a state-subsidized child development program that provides services for a period of less than 24 hours a day through local public and private educational agencies.

5.15 Am I eligible for a state-subsidized child development program for my child?

Yes, if you are employed or are in job training or are seeking employment or are disabled *and* meet the established eligibility and need criteria.

5.16 How many types of the state-subsidized child development programs are there?

There are nine types of such programs:

1. General
2. Migrant
3. Campus
4. School-age parent and infant development
5. Alternative payment
6. State preschool
7. Intergenerational
8. Special programs for severely handicapped children
9. Resource and referral

5.17 Where can I go to enroll my child in a child development program?

You may go to any of the public or private agencies funded for such program services to meet your needs. These agencies include school districts, community colleges, The California State University and the University of California, offices of county superintendents of schools, county welfare departments, private colleges and universities, private nursery schools, home care providers, and nonprofit organizations.

5.18 What can my child learn in a child development program?

It prepares your preschool child to go to kindergarten or first grade and helps your school-age child with homework or remedial study and some recreational activities.

5.19 What are some of the benefits my child and I will get from a child development program?

Benefits include, but are not limited to, the following:

1. Safe and appropriate physical environment
2. Age-appropriate activities
3. Cultural, linguistic, and other special needs program activities
4. Family and community involvement
5. Parental education
6. Efficient and effective local program administration
7. Diverse linguistic and cultural staff that match the makeup of the children and families
8. Support services, such as housing needs
9. Social services, such as welfare rights and services
10. Health services, such as low-cost or free health care

5.20 What are the expenses for a child development program?

A parent fee may be charged in accordance with the established sliding fee schedule based on the family income and eligibility.

5.21 What are year-round schools?

Year-round schools usually begin each school year in July and end the school year the following June. Students attend school for the same required 175 to 180 days, as in the traditional schools. However, rather than attend school continuously for nine months and then have three months off during the summer, they have three or four shorter vacations that vary from three to six weeks each..

5.22 What are year-round calendars?

Year-round calendars are designed especially for year-round schools. For example, in the 45-15 plan, students attend school for nine weeks, then have three weeks of vacation. This pattern is repeated four times during the year. Other examples are the 60-20 plan and the 90-30 plan.

5.23 Are programs in year-round schools the same as those in regular schools?

Yes. The students in year-round schools have the same learning opportunities, curriculum requirements, work experiences, student activities, and sports teams as students have in regular schools.

5.24 Why are not all schools year-round schools?

One day they may all be year-round. However, California schools have traditionally started in September and ended in June. It is hard to break tradition.

5.25 Are year-round schools required?

In some overcrowded schools a year-round calendar is required. In less crowded schools, parents have a choice between nine-month and year-round calendars.

5.26 Do all year-round students attend class at the same time?

In less crowded schools all students are on one year-round track. They all attend school at the same time and take vacation at the same time. In very overcrowded schools the students are divided into four groups. One group is always on vacation while three groups are in school. The groups are rotated at each vacation cycle so that everyone completes the same amount of school.

5.27 Do year-round schools offer summer sessions?

Yes. Summer sessions in year-round schools, called intersessions, are offered during the shorter vacation breaks. Students can have the same courses as are offered in the summer, but the scheduling is different.

5.28 Where can I get more information on year-round schools?

First, contact the district coordinator for year-round education. Other good sources of information are the

principal of the year-round school, teachers, and school counselors.

5.29 Will my children enjoy year-round education?

Yes. The great majority of students enrolled in year-round programs and their parents enjoy attending year-round schools. If your children are assigned to or select a year-round school, you should look forward to a positive experience for them.

5.30 What is summer school?

Summer school is held during the months of June, July, and August. State-supported summer school programs are available for (1) students in grades seven through twelve who need help in meeting district standards of proficiency; (2) seniors in need of credits for graduation; (3) juniors who need to repeat a course and cannot take the course the next regular school year; and (4) students enrolled in year-round and special education programs. Additional state-funded summer school instruction is available for students in the core academic areas of mathematics, science, social science, language arts, foreign language, fine arts, and computer education.

5.31 How can summer school attendance help students?

The summer school programs allow students to take advanced academic courses and provide enrichment for elementary and junior high school students. Students can also take the courses they need to meet graduation requirements.

5.32 How do I know if a child is gifted or talented?

The legal definition of a gifted and talented child in California is a pupil enrolled in a public elementary or secondary school in California who is identified as possessing demonstrated or potential abilities that give evidence of high performance.

5.33 What are the distinguishing features of the California Gifted and Talented Education (GATE) Program?

Since 1961 this program has been concerned with potential as well as demonstrated ability. It has led the nation in programming geared to the development of specific intellectual and creative abilities.

5.34 What are the GATE identification categories?

a. Intellectual ability
b. Specific academic ability
c. High achievement ability
d. Creative ability
e. Visual and performing ability
f. Leadership ability

5.35 What kind of evidence is used to identify that a child is gifted and talented?

a. School, class, and individual pupil records
b. Evaluation by a credentialed school psychologist and assessment by professional persons (Written parental consent should be obtained before testing.)
c. Group and individual tests
d. Interviews and questionnaires (teacher, parent, and others)
e. Pupil products
f. Judgment of peers

5.36 What grade levels are served in GATE programs?

GATE districts should work toward the identification and implementation of services for gifted and talented youngsters at all grade levels.

5.37 Are school districts required to have GATE programs?

No. GATE programs are optional. However, the 443 school districts that had such programs in 1984 contain more than 80 percent of the total public school enrollment in California.

5.38 What are work permits?

Work permits are documents required for underage students to become employed.

5.39 Who is responsible for issuing work permits?

School district personnel are responsible for issuing work permits to minors. No minor having a work permit and no minor under eighteen years of age who is otherwise required by law to attend school may be out of school and unemployed for a period longer than ten consecutive days while the public schools are in session. This restriction does not apply to any minor who has been graduated from a high school maintaining a four-year course above the eighth grade or who has had an equal amount of education in a private school or who has been awarded a certificate of proficiency by the state.

Under certain conditions a work permit may be issued to any minor between twelve years of age and eighteen years of age. (For more information see the *Work Permit Handbook for California Public Schools,* available for $6, plus sales tax for California residents, from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.)

5.40 What information does a valid work permit contain?

A valid work permit must contain:

- The name, age, birth date, address, and phone number of the minor
- The place and hours of compulsory part-time school attendance for the minor or statement of exemption therefrom; and the hours of compulsory full-time school attendance for the minor if the permit is issued for outside of school hours
- The maximum number of hours per day and per week the student may work while school is in session
- The minor's social security number
- The signature of the minor and the issuing authority
- The date on which the permit expires

6.0 Parental Involvement in the Schools

6.1 Why should I become involved in my child's schooling?

You as a parent play an important role in your child's education. You are your child's first and most important teacher. In most cases you know your child better than anyone else and can share important information with teachers that will help them understand your child better. When you give teachers an opportunity to communicate with you, you indicate to them that you are willing to work with them in the education of your children. They know that they can call on you to help resolve problems that may surface at school or at home and that you will support each other for the benefit of your child.

6.2 How can I support my child's education at home?

There are many ways to help your child do well in school:

- Make sure that your child has an adequate night's sleep and a nutritious breakfast to have a good start each day.
- Help your child develop positive attitudes toward school and learning and encourage him or her to participate in school activities.
- Encourage your child to continue working in his or her studies and explain the importance of education to his or her future.
- Be aware of what is being taught in school and reinforce it at home.
- Communicate frequently with your child's school. Phone teachers and counselors if a personal meeting is inconvenient.
- Read notices, newsletters, and bulletins sent home by the school and return them signed if requested to do so.
- Find out what special services are available to your child at school and in the community.
- Be aware of current educational policies and laws and how they affect your child.
- Support your child's teacher and school.
- Arrange a definite time without any interference for your child to do homework.
- Assist your child with homework and check it when it is finished.
- Read to your younger children.
- Take or send your children to the neighborhood library to check out books.
- Take your children on educational trips to the museum, zoo, art shows, different neighborhoods, and so on.
- Limit the time that your child is allowed to watch television each day.

6.3 What are some of the ways in which I can participate in my child's school?

As a parent you have many opportunities to become involved in a variety of activities in your child's school. Schools are always eager to involve parents in organizations, such as a school site council, school advisory committees, district advisory comittees, bilingual advisory committees, and parent-teacher organizations.

You may be requested to:

- Help in your child's classroom.
- Work in a parent's room which is used by parents to make materials, games, or projects needed by teachers for classroom use.
- Work in the school library or cafeteria.
- Supervise children during field trips to the park, the neighborhood library, the zoo, and so on.
- Supervise playground activities.
- Share your cultural practices, hobbies, or skills, such as wood carving, needlepoint, photography, and so on.
- Arrange bulletin boards.
- Make telephone calls to other parents.
- Read stories to groups of children.
- Do individual tutoring.
- Help children to build projects.
- Participate on fund-raising committees organized

to raise money to purchase additional materials or play equipment for the school.
- Attend parent-teacher conferences and "open house."
- Attend school board meetings.

6.4 What rights do I have as a parent?

As a parent, you have the right to:[1]

- Choose whether your child goes to a public, parochial, or private school.
- Receive information about what is being taught, what methods and materials are being used, and how achievement is evaluated at your child's school.
- Visit your child's classroom on advance notice to the teacher or principal. Check with your own school district for correct procedures.
- Request conferences with the teacher and principal.
- Look at materials used in the classroom and review any materials purchased with federal money for special programs.
- Receive information concerning minimal competencies, proficiencies, or skills your child is supposed to accomplish.
- Voice your opinion on what is taught in your child's classroom. You do not have the final say and should work with the school and/or school board in making your views known.
- Expect that your child will be physically and emotionally safe while at school.
- Expect adequate supervision of your child during the school day.
- Be informed in advance about school rules, attendance policies, dress codes, procedures for visiting the school, and so on.
- Appeal a school decision that affects your child's rights.
- Challenge a school decision to place your child in a special class for students considered to have behavioral problems.
- Appeal a decision made by the school to suspend or expel your child from school.
- Receive information about what tests your child is given and what the purpose is for testing.
- Receive information about any psychological testing the school does involving your child. Your permission must be given before such testing can take place.
- Receive information concerning test scores—what they mean and how they are used.
- Participate as a member of a parent committee or council. These groups may be required by law or may be voluntary.
- Attend school board meetings to learn what is going on in the district.
- Be heard when school policies are set or changed, such as establishing a school dress code or changing high school requirements.
- Look at the records the school keeps on your child.
- Question anything in your child's record that you feel is inaccurate or misleading or is an invasion of privacy and get a satisfactory response from the school.
- Have your handicapped child placed in an appropriate public school program. Parents also must give written consent for the placement of their handicapped child.

[1]All of the items listed here (except the last item) are taken from Bruce Baron and others, *What Did You Learn in School Today?* New York: Warner Books, Inc., 1983, pp. 264—65. Used with permission.

7.0 Structure of the Public School System

7.1 What is the structure of the public school system?

California public schools are organized into elementary school districts (usually including kindergarten through grades six or eight); unified school districts (kindergarten through grade twelve); and high school districts (grades nine through twelve).

7.2 What major agencies have an effect on the public schools?

The major agencies that influence the schools are school districts, offices of county superintendents of schools, state agencies, and federal agencies. All have a part in providing appropriate education for your child.

7.3 Who controls the schools in your school district?

School districts are controlled by a local governing board. The board is responsible for establishing, maintaining, and operating the schools under its control.

7.4 What is the structure of a typical elementary school?

In an elementary school the principal is responsible for the daily program, and each teacher is responsible for one class. When a school has enough limited-English-proficient students with the same primary language, bilingual teachers are required. In addition, the school staff usually includes specialists in reading,

mathematics, and English as a second language; speech therapists; a nurse; teachers' aides; a community liaison officer; a bilingual program coordinator; and resource teachers.

7.5 What is the structure of a typical high school?

In a high school the principal is responsible for the whole school and is generally aided by assistant principals who are responsible for specific areas of the school's administration. Larger high schools have chairpersons for each department (English, mathematics, science, physical education, and so on). Special programs, such as bilingual education, as a rule, have a director or coordinator.

7.6 How are school districts financed?

Part of public school funding comes from local property taxes. However, most of the funds come from state taxes. The California Legislature decides the amount of funding for public schools. Additional funds are given to some school districts that have students with special needs. Most of the federal funds are used to help students who have special needs, students from low-income families, students with bilingual education needs, students enrolled in vocational education programs, and handicapped students.

7.7 Why should parents understand the structure of public schools?

Informed parents are able to help their children make appropriate decisions about their educational needs. Parents should understand the structure of the California public education system to enhance educational opportunities for their children and themselves.

Publications Available from the Department of Education

This publication is one of over 500 that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

American Indian Education Handbook (1982)	$3.50
Basic Principles for the Education of Language-Minority Students: An Overview (1983)	2.00
Bibliography of Audiovisual Instructional Materials for the Teaching of Spanish (1975)	1.00
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Bibliography of Instructional Materials for the Teaching of German (1977)	1.00
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Bibliography of Spanish Materials for Students, Grades 7—12 (1972)	1.00
Bilingual-Crosscultural Teacher Aides: A Resource Guide (1984)	3.50
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California Private School Directory (1983)	9.00
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A list of approximately 100 diskettes and accompanying manuals, available to member districts of the California Computing Consortium, may also be obtained by writing to the same address.